



# Ordsall Primary School Progression Map for Music



		<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Key National Curriculum Theme	History of Music	<p>I can join in with well-known nursery rhymes.</p> <p>I can say what my favourite well known nursery rhyme is.</p>	<p>I can sing a range of well-known nursery rhymes and songs by heart.</p> <p>I can listen attentively, and talk about The Nutcracker by Tchaikovsky.</p> <p>I can say whether I like or dislike Christmas songs.</p>	<p>I can listen to Four Seasons by Vivaldi and make comments on speed and volume.</p> <p>I can listen to popular songs about winter and make comments on the mood.</p> <p>I can listen to popular songs about summer and make comments on the mood.</p>	<p>I can listen to Peter and the Wolf by Prokofiev and comment on the use of instruments and the tempo.</p> <p>I can listen to Symphony No.1 in E minor by Florence Price and comment on the use of instruments and the tempo.</p> <p>I understand why music from Aretha Franklin and Bob Marley is influential and comment on the mood.</p>	<p>I can explain why Dukas may have chosen certain instruments in The Sorcerer's Apprentice.</p> <p>I can listen to The Sorcerer's Apprentice by Paul Dukas and comment on tempo and dynamics.</p> <p>I can compare and contrast Celtic style music commenting on tempo and dynamics.</p>	<p>I can identify the use of ostinato within Carnival of the animals by Camille Saint-Seans.</p> <p>I can explain why Camille-Saint Seans may have chosen certain instruments.</p> <p>I can listen to Enigma Variations Nimrod by Edward Elgar and comment on the use of tempo, dynamics and pitch.</p>	<p>I can compare the music within The Planet Suite by Gustav Holst using the terms tempo, pitch and dynamics.</p> <p>I can identify how culture has impacted on The Little Train of the Caipira by Heitar-Villa Lobos.</p> <p>I can contrast the work of Gustav Holst with Heitar-Villa Lobos and explain my preferences.</p>	<p>I can compare and contrast how the heart is represented is a range of popular songs.</p> <p>I know how songs by Glen Miller, Vera Lynn and Flanagan and Allen impacted the people of the time.</p> <p>I know how Symphony of Sorrowful songs by Henryk Gorecki impacted people of the time.</p> <p>I can name the instruments within their families when listening to Benjamin Britten's Young Person's Guide to the Orchestra.</p>
		History of Music Vocabulary	<p>Sing</p> <p>Song</p> <p>Clap</p> <p>Dance</p> <p>Song</p> <p>Nursery rhyme</p> <p>Beat</p>		<p>Listen</p> <p>Instruments</p> <p>Musician</p> <p>Composer</p> <p>Composition</p> <p>Speed</p> <p>Volume</p> <p>Mood</p>	<p>Instrument families – string, woodwind, brass, percussion</p> <p>Tempo</p> <p>Volume</p> <p>Pulse</p>	<p>Style</p> <p>Dynamics</p> <p>Compare</p> <p>Contrast</p>	<p>Genre</p> <p>Time</p> <p>Ostinato</p> <p>Character</p> <p>Pitch</p>	<p>Impact</p> <p>Culture</p>



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Key National Curriculum Theme	Evaluation	<p>I can say if sounds are loud or quiet.</p> <p>I can say if I like or dislike the sounds of instruments – triangle, bell, maraca, drum.</p>	<p>I can watch, talk about and move to music linked to Diwali.</p> <p>I can watch, talk about and move to music linked to Christmas.</p>	<p>I can say whether I like or dislike songs about the seasons.</p> <p>I can explain how the songs about winter make me feel.</p> <p>I can explain how songs about summer make me feel.</p>	<p>I can name the four instrument families.</p> <p>I know how to improve on my own work.</p>	<p>I know how to improve my work explaining how it has been improved.</p>	<p>I know how silence is often needed in music and what effect this has.</p> <p>I can identify the character with The Carnival of the Animals by Camille Saint-Saens.</p>	<p>I can suggest improvements to my own work and that of others.</p> <p>I can explain whether I think music is successful or unsuccessful.</p>	<p>I can say how music has been created differently in songs representing the heart depending on the purpose, venue and occasion.</p>
	Evaluation Vocabulary	<p>Listen</p> <p>Hearing</p> <p>Feelings</p> <p>Thoughts</p> <p>Like/dislike</p> <p>Ideas</p> <p>Instrument</p>		<p>Mood</p> <p>Respond</p> <p>Speed</p>	<p>Instrument families – string, woodwind, brass, percussion</p> <p>Improve</p> <p>Tempo</p>	<p>Tempo</p> <p>Dynamics</p> <p>Pitch</p> <p>Rhythm</p>	<p>Structure</p> <p>Texture</p> <p>Character</p>	<p>Timbre</p> <p>Critique</p> <p>Evaluate</p>	<p>Venue</p> <p>Occasion</p> <p>Purpose</p>



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Key National Curriculum Theme	Composition	<p>I can improvise words and actions to the song 'If You're Happy and You Know It'.</p> <p>I know how to play a triangle, drum and maraca.</p>	<p>I can keep the beat to the story of 'We're Going on a Bear Hunt.'</p> <p>I can explore and engage in music making and dance, performing solo or in groups.</p>	<p>I can create sound effects to the story of 'The Three Billy Goats Gruff.'</p> <p>I can sequence sounds using pictures to represent 'The March of the Penguins'</p> <p>I can choose sounds to represent the weather.</p> <p>I can choose and sequence sounds to represent different minibeasts.</p> <p>I can make connections between notations and musical sounds.</p>	<p>I can choose sounds to create effect for a chocolate bar jingle.</p> <p>I can order sounds to create a beginning, middle and end in my chocolate bar jingle.</p> <p>I can use symbols to represent sounds in my chocolate bar jingle.</p> <p>I can create a soundtrack to Charlie and the chocolate factory in response to different starting points.</p> <p>I can read a simple rhythm of crochets and quavers.</p> <p>I can choose appropriate sounds to represent animals and their movements.</p>	<p>I can vary the pitch, tempo and duration in my composition to reflect growth.</p> <p>I can use body percussion in response to a Stone Age stimulus.</p> <p>I can select and repeat sounds to represent Stone Age animals and movements.</p> <p>I can compose melodies and songs linked to Stone Age vocabulary.</p> <p>I can create an accompaniment for my growth composition.</p> <p>I know how to combine different sounds to create Egyptian style music.</p> <p>I can record simple compositions using musical notation.</p>	<p>I can use notation to record and interpret sequences of pitch.</p> <p>I can use notation to record a composition to represent war.</p> <p>I can use silence within my composition for effect.</p> <p>I can vary the tempo and dynamics in my composition to represent the water cycle journey.</p> <p>I can select, order and combine sounds of different pitch in my composition to represent a volcano eruption.</p>	<p>I can change sounds or organise them differently to create the effect of water flowing.</p> <p>I can choose the most appropriate tempo for a piece of music to represent water.</p> <p>I can use notation to record groups of pitches (chords).</p>	<p>I can use a melody, rhythm and chords in my composition to communicate a feeling.</p> <p>I can use staff and other musical notation to record my composition.</p>



Play, Learn and Grow Together!

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<b>Composition Vocabulary</b>	Instruments- triangle, drum, maracas Play Feelings Sing Song Music	Instruments - bells, tambourine Dance Perform Sounds Beat	Untuned castanets, cymbal, giro. Tuned instruments – chime bars, glockenspiel Sequence Pattern Repeat Composition Walks Runnings	Tuned instruments – guitar, violin, recorder, piano, trumpet. Beginning Middle End Notations – crotchets, quavers Treble clef Rests Duration	Tuned instruments – keyboard, flute, clarinet, ukulele Combine sounds Elements – tempo, dynamics, pitch Accompaniment Crochet rest Minim Octave Semibreve Minim rest	Tuned instruments- cello, viola, double bass, electric guitar, organ. Untuned instruments- snare drum Acoustic Pentatonic scale Improvise Ostinato Silence	Chords Bars Bass clef Criteria Flat	Musical devices Adagio Allegro Forte Time signature Staff



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Key National Curriculum Theme	Performance	<p>I can remember and sing entire songs.</p> <p>I can sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>	<p>I can move in time to Christmas music.</p> <p>I can take part in the Christmas performance.</p> <p>I can sing in a group, following the melody.</p>	<p>I can copy a pitch that is sung to me.</p> <p>I can use my voice to speak, chant and sing.</p> <p>I can use percussion instruments to perform a sequence of sounds.</p> <p>I can copy short patterns of sounds by clapping.</p> <p>I can follow instructions about when to play and when to sing.</p>	<p>I can follow a melody when singing.</p> <p>I can clap and play increasing or decreasing the tempo.</p> <p>I can play some notes on a recorder.</p> <p>I can repeat short patterns of sounds on percussion instruments.</p> <p>I can perform my own part at the correct time in a group composition.</p>	<p>I can sing a song with expression.</p> <p>I can play clear notes on the guitar.</p> <p>I can perform a composition both in a group and on my own.</p>	<p>I can sing songs from memory with accurate pitch.</p> <p>I can perform a simple part rhythmically on an instrument or with my voice.</p> <p>I can improvise a part whilst playing as a group.</p>	<p>I can breathe in the correct place when singing.</p> <p>I can maintain my part whilst others are performing their part.</p> <p>I can perform a chord.</p> <p>I can choose song lyrics to convey meaning in an Anglo Saxon chant.</p> <p>I can perform an Anglo Saxon chant to a given beat.</p>	<p>I can sing in harmony confidently and accurately.</p> <p>I can perform parts from memory.</p> <p>I can take the lead in a performance using my voice or instruments.</p>
		Performance Vocabulary	<p>High/low</p> <p>Loud/quiet</p> <p>My turn – Your turn</p> <p>Tune</p>	<p>Beat</p> <p>Perform</p> <p>Dance</p> <p>Melody</p>	<p>Rhythm</p> <p>Pulse</p> <p>Tune</p> <p>Patterns</p> <p>Percussion instruments</p> <p>Repeat</p> <p>Pitch</p> <p>Volume</p> <p>Band leader</p>	<p>Tempo</p> <p>Tuned instruments - guitar, violin, recorder, piano, trumpet.</p> <p>Tempo</p> <p>Duration</p> <p>Conductor</p> <p>Composition</p>	<p>Verse</p> <p>Chorus</p> <p>Dynamics</p>	<p>Solo</p> <p>Duet</p> <p>Unison</p> <p>Ensemble</p> <p>Improvise</p>	<p>Melodic phrases</p> <p>Rhythmic phrases</p> <p>Rounds</p>